

Connecting Libraries Initiative Meeting

December 3, 2003

Burien Branch Library, KCLS, 10:00 – 3:00

Assignments

Elaine: provide citation for article in LMC about evidence-based practices;
copy of DOE study to Betty and Karen,
collect sample WASL questions,
check availability of school-level WASL data.

Kelley and John: review academic library literature for national studies of student information literacy skills.

Rhona: e-mail group a copy of Kelley and John's letter for members to amend and send to other groups that may have data that would be useful to us.

Karen: contact ProQuest and Gale for database usage stats.

Leanne: search for any national studies about homeschool information literacy.

Betty: sample survey template by OBE meeting

Keitha: contact Joanne VanderKooi from KCLS re: Education Coordinator role.

Meeting Notes

Present: Viki Ash-Geisler, Eve Datisman, Ellen Duffy, Karen Farley, Nancy Graf, John Holmes, Rhona Klein, Betty Marcoux, Kelley McHenry, Nadean Myer, Keitha Owen, Christine Perkins, Martha Shinnars, A. Elaine Twogood

Submitted by: Christine Perkins

OBE Training Update

OBE Training registrants will work on an actual project: some from Connecting Libraries group also have ties to other Initiatives and may end up linked to those projects rather than this one. Skills are transferable.

Networking / Cooperative Efforts

Kelley posted a message on the CLAMs (College Librarians and Media Specialists) listserv requesting information about any studies done to assess incoming community college students' information literacy levels but did not receive any response. It is unclear if no studies have been done or if they have been done but no one took the time to reply. Committee members with ties to researchers who may have conducted studies are encouraged to contact them.

Nadean contacted Patty Martin at the State Board of Education but did not get any response. It might be useful to see prior surveys that Patty or the BOE have conducted.

Betty wrote a letter to WLMA (Washington Library Media Association) about the possibilities for cooperation, and found they are very interested in participating in any studies.

Elaine spoke at the WEA (Washington Education Association) / WLMA joint meeting. She's unsure if the data they're collecting regarding the WASL matches what we need. If we want to do collaborative data gathering we would need to make a more formal request, clarify details.

Rhona will ask the WLA Board for information but it's unlikely that they've collected much data EXCEPT sections I and J of the K12 survey. These sections address public schools and libraries' work with EALRs, research models, etc.

Martha mentioned that Gayle Pauley who is the OSPI K12 Library representative, now has a researcher working for her. Nancy asked if we could invite researcher to future Connecting Libraries meetings, perhaps provide her with a copy of John and Kelley's letter and see what OSPI can provide.

Rhona reported that Leeann sent messages to the homeschool organizations with which she is familiar. Their response was very skeptical; they didn't understand why we might want to include them in this project. It is unlikely that they have organized data available. Rhona will ask Leeann to search for any national homeschool studies related to our efforts.

Data Collection

We discussed the Data Matrix revised Dec. 2 and attempted to fill in blanks.

1) Student IL Skills and Behavior

This may be the most difficult data to collect. We may have to rely on national studies.

We will cite all resources used. Rhona pointed out that we may also have some funds to pay for access to studies.

Rhona said the Statewide Database Licensing Group has data about database usage as well as focus group findings. The focus groups explored community awareness of the SDL initiative, selection of databases, and alternatives to SDL if the subsidy were to go away.

Karen will contact ProQuest and Gale to find out who our liaison is to get stats on database usage. We believe that some reports include what kind of searches people are doing, how long their sessions are, if they're accessing abstracts vs. full text, etc. The vendors will not divulge actual search topics due to privacy issues.

Kelley remembered recent articles in CRL regarding student search skills studies. We agreed to turn to recent national studies for statistics where statewide data is unavailable.

Elaine mentioned an article in Library Media Connection (LMC). She'll send the citation to everyone and possibly the actual article. It reviews Evidence-Based Practice and includes a long list of references.

Survey homeschooling parents about their student's skills. Contact letter would have to be written / co-authored by Leeann Tourtillot to give it legitimacy and potentially alleviate any mistrust certain homeschoolers might have of our efforts and objectives.

Nadean said she put funds in the 2004 WLMA budget to participate in a survey of students' IL behavior.

Betty said we will need to figure out which IL skills are needed to successfully complete the culminating project, then determine how to make sure students have these skills.

Kelley said it was unlikely that the Gates Foundation would have statistics that might be helpful to us in this area. She worked for the Gates Foundation and while there noted they did not have any planned information gathering methods in place.

Elaine mentioned a national Department of Education (DOE) survey due 12/3/03 which may have relevant data. It primarily asks about budgetary information: database expenditures per school, district contributions etc. It was asked of principals. She will share a copy with Betty and Karen.

Our budget is approximately \$30K for the data gathering portion of the project. Think about what info is out there, what can we gather, and what can we hire a consultant to do?

If we stay under \$20K, we don't have to do a formal RFP for interlocal agreements (eg with UW, WSU etc.) The limit for personal service contracts is \$5K.

Elaine will collect sample WASL questions using OSPI website. The WLMA Supervisors group is gathering samples of research models used (ex. Modifications of Big 6).

Discussion about how much data gathering necessary; libraries really want grant money.

If we do any surveys, we need to do a pilot test / focus group to correct any issues with wording. Problems with K12 survey and others.

Harry Bruce at UW i-school may have done a survey for Information Literacy and focus groups. May have info for baseline done 4 – 5 years ago.

Was there any follow-up data to the workshop that John and Kelley did? Assessment done at the end was good but they didn't have preliminary info as a baseline so couldn't measure outcomes. Could we use their assessment as our baseline?

OSPI has links to WLMA that pulls out the IL components necessary to achieve the 8 guidelines for the culminating project.

www.wlma.org/Instruction/culminatingproject.htm

Public Libraries as Partners in Youth Development by Nicole Yohalem and Karen Pittman

www.forumforyouthinvestment.org/papers/publiclibraries.pdf

Encourage participants in K12 Initiative to gather local data. Action research - model a survey for people to adapt in their schools. 438 people were trained in a two-day workshop, supposed to turn in 10-week memos and a culminating project. We will receive data in a representative sample.

Timeline of initiatives: 1) Information Literacy 2) K12 Initiative 3) Connecting Libraries

The K12 Summit drew a variety of professionals, was designed to advocate for school librarians, build teacher/librarians' skills. Betty was a curriculum consultant. Trainers met at UW and Betty and Mike created a trainer/trainee manual. 10 ESDs statewide trained 438 teacher/librarians. Every 10 weeks they're supposed to send memos to their principals to tell them which IL skills were taught, which goals were met, etc. 21 trainers will regroup to discuss the August training again. All 438 will return in May, bring their 10 week memos, and leave the session with an annual report.

Eve suggests we give the 438 a template for surveys to do with their students (perhaps in May?) It would be a self-selecting random sample. Could compare stats for teacher/librarians who have gone through training vs. those who have not.

Goal for K12 is to train 1500 people by year 2 and 3.

Discussion of ability to collect primary data vs. using secondary data / perceptions of teacher/librarians.

Eve will contact Mary McClintock from Roseburg, OR High School regarding the pre-test / post-test she developed using an IMLS grant and any stats she collected. Lynne Webb from Anacortes adapted it, Nadean used it.

Discussion of why we can't survey children in a public library – kids are considered risky—weak data, have to get permission for human studies, legal issues. Can survey public librarians' perceptions of kids use. This info could be biased by who comes into the library, but random within the set of who comes into the library. Betty insists it's possible to construct good sampling frames to account for this.

Senior Projects (rename this Culminating Projects)

Nadean says according to Patty Martin at the State BOE, 60% of school districts say they have started or plan to start formulating policies dealing with the Culminating Project. According to state law, school boards need to have policies in effect by September 2004 because that freshman class will be first to graduate in Spring 2008 with the Culminating Project requirement.

Betty wants to make sure we look at typical guidelines for the culminating project (which is not only for seniors) and see which ones relate to IL. Share info with public librarians, community college and undergrad university librarians. Outcomes-based; like portfolio. We may be able to affect school board policy formation. We need to recognize that there are holes in students' knowledge and skills, see areas of greatest weakness, and design programs to counter them. Plus we need school data:

which research models are being used, how are they using them. The data gathering for Culminating Projects is a subset of that done for Student IL Skills & Behavior. Student's skills are a shifting target.

Betty mentioned the Partnership for 21st Century Skills: Learning for the 21st Century, which is a federal Dept. of Ed project with skills every student should be able to do – does not contain a formal IL component. www.21stcenturyskills.org

Another project, Success for Students has similar ideas but is not being done in partnership with the Partnership.

A good example of a school which has integrated technical literacy with IL is Laboratory High School, taught by Frances Jacobsen.

Elaine reiterated need to spend as little money as possible on the data gathering; save more for grants.

Nadean would like future meetings to be video conferenced.

Nancy reminded us that only 1 year of funding is guaranteed but not 2 – 3 years, so we need to get results now. General feeling of LCW is don't reinvent surveys, build on previous ones.

Betty said that timing is the most pressing issue. While data gathering is happening, we can be doing the rest of the project.

Data Gathering Committee: Nancy, Betty, Vicki, John, Rhona will meet Tuesday 12/16 during the OBE training to get details of the data matrix. Betty will work on a draft template of a survey.

Student Scores

Broad WASL scores available. Need composite plus by school. Will need parent permission for school-level details. Take a random 20 schools, look at IL portions of the WASL. Track before and after our initiative. Elaine will check availability of this data.

State of Cooperative Efforts

K12 survey looked at this. Nadean: Joanne VanderKooi at KCLS was hired specifically to develop relationship between school and public libraries. Now she's the Children's and Young Adult Coordinator but they just hired a new Education Coordinator. Keitha will contact Joanne for more information.

Long discussion of whether or not we wanted to tackle teachers' knowledge and application of research methods. Agreed that changing teacher behavior is best way to ensure that better assignments are made. Decided we have to prioritize and perhaps we could save this for 2005.

Viki coined the term "library intervention".

Elaine summed up the overall goal—to influence student’s culminating projects to make sure that information literacy is achieved.

Can we compare senior projects (old) versus culminating projects (new) and infer changes in student’s behavior as a result of our efforts?

Difficulties because some school districts defining culminating project differently—not always a research paper. IL is knowing how to solve any information problem successfully; there’s a reflective element, and a community piece.

Karen felt that we needed to have a pre- and post-survey of teachers to avoid relying solely on anecdotal information.

Eve thought teachers were not necessary for the research base. They are part of the post-survey; they’re our means for helping students. However, we don’t have an unlimited budget to impact student achievement; it will be site-based through teacher action.

Discussion of Summit concept. Worked well for K12. Different financial climate now; harder for people to travel or take time away from work. We know that the trickle up to decision makers doesn’t work. If we want to change policies, we need to reach leaders.

Afternoon session focused on brainstorming about The Intervention:

- hook it to the culminating project (CP). Need to offer practical ideas to go back immediately and implement. Ideas that policy makers/opinion leaders feel will make a change.
- WLA/WLMA conference: can get good attendance although in 2004 more libraries focusing on sending staff to PLA.
- OSPI Leadership Forum in June 2004 (also have a January conference—we could shoot for Jan 2005) but they usually target a very focused subject for each conference.
- LILI – conference put on by Puget Sound ESD.
- Washington Library Director’s Meetings: Christine will contact Mike Wirt and Bill Ptacek to get on schedule for July 15 – 16, 2004 meeting.
- If we focus on ESDs, more administrators are likely to participate—less driving, ESD endorsement is validating. Get clock hours, each district could show the state legislature that they made an effort, get a credit for attendance. Offer an electronic alternative.
- Importance of repeating our message at meetings and conferences: have to hear it 3 times to sink in. Have a 1 page summary to handout, keep consistent.
- Who include in meetings/summit/intervention: decision-makers, managers, directors, Youth Services Coordinators, Principals, School District directors.

- Have intervention lead up to the grant? Difficult if we don't know for sure if we'll get grant funding. Bring in teams, encourage interaction, not mandatory. Is it realistic to expect partners to come to the meeting prepared, having done readings etc.? Is it permissible to require attendance in order to apply for grants?
- Intervention needs to include more time for networking, small groups, and a support group for attendees to turn to, encourage them, push them into action. Offer resources online to find them again.
- Carrot: rubric with points for coming to intervention which apply to grant application. Carrot is for school districts. Eve suggests tying to making Adequate Yearly Progress; Elaine cautions against this.
- Some libraries and schools have decided not to apply for things they wouldn't do anyway.
- Video delivery of program? Have a school component and a public library component—breakout sessions, come together in afternoon?
- Need a glossary of common language to speak to both audiences.
- Think about providing core IL collections in each library as part of grant—could provide a CORE resource list at the intervention, schools and PLs get together to assess what they have and what they need, apply for what's missing. Teaching IL no good if we don't have useful tools at the libraries.

Eve mentioned a pilot program done by Louis Fox at UW connecting communities and libraries. There's an electronic portal at UW. It's the Governor's pet project but he's a lame duck and budget has already been cut.

End of meeting.

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